

Assessment Directors

May 6, 2008

DEBORAH SWENSEN
ASSESSMENT DIRECTOR



May 2008

Assessment Directors

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- Welcome
- Overview



CBT Updates

JULIE QUINN
CBT SPECIALIST



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Multiple Tests in a 9+2/Class

Pearson will create a new reporting group for those sessions that are being given tests different from the test code identified in the 9+2.

- The 9+2 will stay the same, the test code will change.

Example: Mrs. Quinn has 20 students in her 3rd period ELA class, but 15 are 8th graders and 5 are 7th graders.

Multiple Tests in a 9+2/Class

Example:

Pre-Load File

9+2:	99999 01
Test Code:	ELA0808
Students:	20



Session Name: Mrs Quinn's 8th Grade
Test Assigned: ELA Grade 8
Students: 15

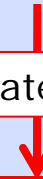
Session Name: Mrs Quinn's 7th Grade
Test Assigned: ELA Grade 7
Students: 5



Reporting Group

9+2:	99999 01
Test Code:	ELA0808
Students:	20

Pearson will create a new group



Reporting Group

9+2:	99999
01	
Test Code:	ELA0707
Students:	5



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Special Codes Marking

- Please ensure that special codes are marked for appropriate students BEFORE their test is submitted or stopped.
 - If a student's test is stopped and the codes have not been marked, contact Sharon Marsh for procedures.
 - Codes added to the CBT system after a test is stopped will not stick.

Administration Issues

- Submit/Exits – Absent students
 - Pearson and/or the USOE will be sending emails to each Assessment Director to handle each situation that is found.
- Students taking other students' tests
 - Please continue to emphasize procedures that will ensure proper distribution and handling of authorization tickets.

Administration Issues

- Re-testing students
 - A student's first response to an item will be the response that is scored.
 - Please do not attempt to re-test students
- Students clicking through tests
 - Please continue to emphasize the need for active proctoring, section numbers are labeled on-screen

Administration Issues

- Help desk questions about policies
 - Pearson will not attempt to answer policy questions. They will be directed to the USOE and the USOE will contact the Assessment Director .
- Special circumstances
 - Please contact the USOE when questions arise on how to handle special situations with CBT administration. Especially those related to the above bullet points.

Closing Out CBT

- All students in sessions
 - Please make sure that all students loaded into the CBT system are placed into sessions and accounted for.
- Sessions **MUST** be **stopped**
 - Once all students are in a stopped status, the session must be stopped.
 - An LEA's results cannot be sent to the USOE until all sessions for the LEA are stopped.

CBT Contacts

Pearson: <http://159.182.31.92/kaidara-advisor>
1-800-627-7990 x845
(M-F, 5:00 am - 6:30 pm, MST)

UpassOnline@support.pearson.com

USOE: Julie Quinn
julie.quinn@schools.utah.gov
801-538-7723 (email is faster)



Answer Documents

**SHARON MARSH
COMPUTER SERVICES**



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May Check List 2008



ALL STUDENT FILES

Secure Testing Website to upload files for PBT and CBT and All Student Files



Information on Testing Website

- Log onto the testing website
(<https://cs.schools.utah.gov/assessment>)
and click on support on the toolbar to
download:
- Verification Application
- How To Manual
- Assessment Preprint File Name
Specification & File Format



Pre-Print Layout is different for P&P read pg. 9 & 10 of the pre-print file name document

5 Pre-Print File Layout

Name	Type	Length	Start	End	Notes
District Number	Numeric	2	1	2	
School Number	Numeric	3	3	5	
Student Identifier	Numeric	10	6	15	MUST be numeric and unique. If less than 10 digits, left justify with trailing blanks.
Course Identifier	Numeric	9	16	24	Paper & Pencil Pre-Print: Not required. For (optional) use by LEA in sorting the rows prior to creating the file. CBT Pre-Print: Required. Should contain the teacher/course number. This number will be used to group students in class-level reports. If an LEA does both Paper and Pencil testing and Computer-based testing, it is recommended that the values submitted in the CBT pre-print file be the same types of values published on the P&P header sheets. This will ensure that class-level profiles group all students within a class together regardless of the form of testing used.
Course Sequence Identifier	Numeric	2	25	26	Paper & Pencil Pre-Print: Valid values are 99 or blank. If a 99 is found on any row in the file, the 99 option is used. 99: Answer documents will be printed in the order used in the file. Blank: Answer documents will be printed in the following order: School Number, Student Last Name, and Student First Name. CBT Pre-Print: Required. Should contain the section number (01-99). Include a leading zero for grades K-9 (e.g., 00, 01, etc.)
Grade Level	Numeric	2	27	28	
Student Last Name	Alpha	14	29	42	
Student First Name	Alpha	9	43	51	
Student Middle Initial	Alpha	1	52	52	
Student Gender	Alpha	1	53	53	Only M or F
Student Ethnicity	Alpha	1	54	54	Only A, B, C, H, I, P, U
Student Birth Date	Numeric	6	55	60	Format: YYMMDD
Migrant Student Indicator	Alpha	1	61	61	Y or blank
Special Ed. Indicator	Alpha	1	62	62	Y or blank
Low Income	Alpha	1	63	63	F, R, Y or blank

(Continued on next page)

Pre-print File Layout Cont'd

Assessment Preprint File Name Format Specification.doc

12/3/2007

LEP code	Alpha	1	64	64	<p>Prior to April 1, 2008 USOE won't validate or store LEP codes submitted by LEA's while LEA SIS systems are modified to handle the new LEP codes and rules. If a file containing an invalid code is validated using the Pre-Print Validation application, only a warning (not an error) will be generated. Files containing invalid LEP codes will be accepted by the Assessment (Pre-Print) website.</p> <p>Starting April 1, 2008 LEP codes will be validated and stored by USOE. If a file containing an invalid code is validated using the Pre-Print Validation application, an error will be generated. A file containing an invalid code will not be accepted by the Assessment (Pre-Print) website. The following LEP codes will be accepted:</p> <table> <tr> <th>Code</th> <th>Meaning</th> </tr> <tr> <td>F</td> <td>The student is fluent</td> </tr> <tr> <td>A</td> <td>The student is advanced</td> </tr> <tr> <td>Y</td> <td>The student is pre-emergent (P), emergent (E), or intermediate (I) based on the latest UALPA assessment</td> </tr> <tr> <td>N</td> <td>The student was tested using UALPA but was never an ELL student</td> </tr> <tr> <td>O</td> <td>The student opted not to be an ELL student</td> </tr> <tr> <td>Space</td> <td>The student is not nor ever was an ELL student</td> </tr> </table>	Code	Meaning	F	The student is fluent	A	The student is advanced	Y	The student is pre-emergent (P), emergent (E), or intermediate (I) based on the latest UALPA assessment	N	The student was tested using UALPA but was never an ELL student	O	The student opted not to be an ELL student	Space	The student is not nor ever was an ELL student
Code	Meaning																		
F	The student is fluent																		
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N	The student was tested using UALPA but was never an ELL student																		
O	The student opted not to be an ELL student																		
Space	The student is not nor ever was an ELL student																		
Title 1 code	Alpha	1	65	65	R, M, B or blank														
Statewide Identifier	Numeric	10	66	75	MUST be numeric and unique. If less than 10 digits, left justify with trailing blanks														

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All Student Files Must Be Uploaded Before Scanning & Scoring

- If all you are doing is CBT you still must upload your all student file when you close your testing session for your district.
- ALL_ODD_SPRCBT_CRT_20080430_01

All Student Files Must Be Uploaded Before Scanning & Scoring

- Before you return your answer sheets for scanning and scoring you need to upload your all student file if it isn't in we will not scan your answer documents.
- ALL_ODD_SPRING_CRT_20080430_01
- If we at least receive one of your files we can copy it and use it for both testing sessions.

IOWA Grade 3

- When you return your grade 3 documents for scanning and scoring remember to send in the all student file.
- Because IOWA only wants the grades that are being scored you only need to send a file for your grade 3 students.
- ALL_ODD_SPRING_IOWA_20080430_01

May Check List 2008



Returning documents

The following is a list of problems that continue to slow scanning:

- Tests grouped together by school instead of by test.
- Bar code labels put over other labels or lined out and used for a different student.
- Photocopied answer documents substituted for actual test, these will not scan.
- Tests mixed with other tests, e.g. language 2 booklet in with math 2

The following is a list of problems that continue to slow scanning:

- When using blank answer documents check to see that all information has been bubbled in.
- We still have districts that use another students pre-printed answer document and cross out the information remember every pre-printed documents must be returned with the special code box marked with the reason why the student didn't take the test.

Why is quality screening of your various tests so important?

- Anytime a problem is detected, scanning is halted until the problem is resolved, which causes additional delays not only for your district but subsequent districts that are next in line for their documents to be scanned and processed.
- Cooperation on your part ensures that we can return results to you as quickly and accurately as possible.

The following is a list of potential problems that should be recognized:

- Answer documents should be stacked with the student names face up with the timing tracks to the left. When the folded edge is cut preparatory to scanning, timing tracks will be cut off causing significant delay in scanning.
- Use a light rubber band to separate individual teacher batches, with the header sheet on top, so they will stay in order when cutting the answer documents.

The following is a list of potential problems that should be recognized:

- This year there will be different forms for the math 2 and language 2 booklets please make sure that when you package them for scoring if you have more than one form that you keep them separate. And if you would indicate on the outside of the box the form because they will all have different scan programs and this will help to ensure the turn around time that will be needed this year.

Batching UAA

- They need to come in 3 groups language, math, & science.
- You can use a header for all students in that school and just mark a valid grade.
- Remember you only need to mark one task if you mark more than that you will receive big error list.

Spring 2008 UAA Language

[illegible]

UTAH'S ALTERNATE ASSESSMENT (UAA) LANGUAGE ARTS

MARK ONE TASK ONLY

KEY			
Level 1 = Minimal	Level 2 = Partial	Level 3 = Sufficient	Level 4 = Substantial
L1 1 2 3 4	L22 1 2 3 4	L43 1 2 3 4	L64 1 2 3 4
L2 1 2 3 4	L23 1 2 3 4	L44 1 2 3 4	L65 1 2 3 4
L3 1 2 3 4	L24 1 2 3 4	L45 1 2 3 4	L66 1 2 3 4
L4 1 2 3 4	L25 1 2 3 4	L46 1 2 3 4	L67 1 2 3 4
L5 1 2 3 4	L26 1 2 3 4	L47 1 2 3 4	L68 1 2 3 4
L6 1 2 3 4	L27 1 2 3 4	L48 1 2 3 4	L69 1 2 3 4
L7 1 2 3 4	L28 1 2 3 4	L49 1 2 3 4	L70 1 2 3 4
L8 1 2 3 4	L29 1 2 3 4	L50 1 2 3 4	L71 1 2 3 4
L9 1 2 3 4	L30 1 2 3 4	L51 1 2 3 4	L72 1 2 3 4
L10 1 2 3 4	L31 1 2 3 4	L52 1 2 3 4	L73 1 2 3 4
L11 1 2 3 4	L32 1 2 3 4	L53 1 2 3 4	L74 1 2 3 4
L12 1 2 3 4	L33 1 2 3 4	L54 1 2 3 4	L75 1 2 3 4
L13 1 2 3 4	L34 1 2 3 4	L55 1 2 3 4	L76 1 2 3 4
L14 1 2 3 4	L35 1 2 3 4	L56 1 2 3 4	L77 1 2 3 4
L15 1 2 3 4	L36 1 2 3 4	L57 1 2 3 4	L78 1 2 3 4
L16 1 2 3 4	L37 1 2 3 4	L58 1 2 3 4	L79 1 2 3 4
L17 1 2 3 4	L38 1 2 3 4	L59 1 2 3 4	L80 1 2 3 4
L18 1 2 3 4	L39 1 2 3 4	L60 1 2 3 4	L81 1 2 3 4
L19 1 2 3 4	L40 1 2 3 4	L61 1 2 3 4	L82 1 2 3 4
L20 1 2 3 4	L41 1 2 3 4	L62 1 2 3 4	L83 1 2 3 4
L21 1 2 3 4	L42 1 2 3 4	L63 1 2 3 4	L84 1 2 3 4

Packaging & Shipping

- Please make sure that the answer documents are all facing the same way.
- Check to see that answer documents that weren't pre-printed have been bubbled in.
- Check all header sheets and make sure that teacher number & section number have been bubbled. (MUST)
- Teacher number is left justified with no spaces in the 9 position field.

The following is a list of potential problems that should be recognized:

- Answer documents should be stacked with the student names face up with the timing tracks to the left. When the folded edge is cut preparatory to scanning, timing tracks will be cut off causing significant delay in scanning.
- Use a light rubber band to separate individual teacher batches, with the header sheet on top, so they will stay in order when cutting the answer documents.

Shipping Information

- All tests must be grouped in one shipment to DCS
- All test materials need to be boxed in appropriately sized boxes to avoid damage
- Each box must display the following on the outside (short side) of the box

Package Box Label Example

- DISTRICT
- TEST
- GRADE

CBT ERROR REPORTS



9 + 2 Problems

- If you know you have students that will be in the wrong 9 + 2 groups and need to be fixed before raw roster reports are printed send them to us.
- If accommodations were not marked those also must be fixed or your error list will be a gigantic task and remember you only have 4 days to fix them.

Understanding Error Reports and Corrections



Edit and Scoring

- As soon as your answer documents are scanned, they are processed. Students that match the “all student file” and don’t have any other type of errors will be on your raw reports. Students that have problems will be listed on your error reports.
- All reports will be placed in the secure “Move-It” folder as soon as they are created.

The following is a list of problems that appear on error reports:

- If you have students that have withdrawn from the class that is being tested mark withdrawn in the special code box and return with that teacher's class.
- On the math and language 2 if you have a student that does not test put their label on a booklet and mark the special code box and return with the teacher's class this will help with your missing documents.



Fishki.net

Missing Document Report

- If you don't return every document that was pre-printed you will see them listed by test and by school.
- Every bar code label needs to be returned on a booklet and the special code box marked. This was a really big problem last year for lots of districts.

Resolving Error Reports

- Any of the students that have error problems will not be on your raw roster or summary reports but will be included on the error reports.
- It will be the districts responsibility to provide the information to make the corrections. In some cases it might be necessary to send another all student file

New Reports

- This year we have two new reports:
 - one will compare all of your pre-prints to the documents that are returned for scanning
 - the second report will list the students that are missing and from which test.
- **REMEMBER:** every answer document needs to be returned with the Special Code Box marked.
- Those answer documents not returned will count against your participation.



CBT Error Reports

- When your districts has completed testing the files will be returned by Pearson at that time we will match them to the all student file and create raw roster and raw summary reports. This process also will generate error reports just like on your PBT testing. These will be placed in your move-it folder.

Types of CBT Errors

- No match on all student file.
- Absent or withdrawn with responses.
- Accommodation error's.
- Just like the PBT you might need to send a new all student file to fix your errors or you might need to tell us what type of accommodations were used.

Types of CBT Errors

- Remind teachers that if they mark accommodated they must fill in all of the accommodations that they used.
- Also if the students took any part of the test they were not absent.
- The same applies to withdrawn.
- You can tell your reports apart because they will say CBT on them.

Count of Pre-Print to Scan File

Counts of Pre-Printed and Scanned Documents RYDELL DISTRICT 2007 TRI1 CRT

Test	Test Version	# of Pre-Prints	# of CBT Pre-Prints	Total Pre-Prints	# of Answer Docs Scanned	# Pre-Printed minus # Scanned
SC0606	2006	161	0	161	160	1

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Missing Answer Documents

Missing Answer Documents RYDELL DISTRICT 2007 TRII CRT

	Class	LEA Student #	SSID	Last Name	First Name	Middle Name	Gender	Birthdate	Grade	File ID	Line #	Status
School	308	BROOKS INTERMEDIATE										
Test	SC0606											
	20650-0	112145511	12261833	DICKSON	TAMI			F 05/13/1994	06	4724	92	

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LEA ERROR REPORT

2006 SPRING

CRT Internal Error Report Counts for RYDELL DISTRICT

6/15/2006

Total # of Errors: 848

Critical Error #3407 LEA : CRITICAL ERROR! The test_id in the scan file name does NOT match the barcode test_id. This must be fixed prior to scoring. (191 Errors)
Critical Error #3409 : Participation code and scan file type (1st 3 characters in scan file row) don't match. (4 Errors)
Critical Error #3415 LEA : CRITICAL ERROR! Missing student number on row. (28 Errors)
Error #3105 : Birthdate is outside of valid range. (62 Errors)
Error #3125 : Invalid character in Last Name Field (37 Errors)
Error #3126 : Invalid character in First Name Field (27 Errors)
Error #3127 : Invalid character in Middle Name Field (4 Errors)
Error #3150 : Invalid Ethnicity code (7 Errors)
Error #3405 LEA : Non-Participation codes 1,2,3,4 are invalid when student responses exist. (25 Errors)
Error #3406 LEA : Student Number does not exist in All Student file (456 Errors)
Error #3413 LEA : Participation code NOT set to 4 in a UAA file. The flag should be set. (7 Errors)

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LEA TEST ID ERROR

2006 SPRING

CRT Internal Error Report by Error for RYDELL DISTRICT

6/3/2006

School #	Grade	Test	LEA Student #	Student Name	Barcode #1	Litho #	Part. Non-Part.	Barcode #2	USOE Ref. #
Critical Error #3407 LEA : CRITICAL ERROR! The test_id in the scan file nam does NOT match the barcode test_id. This must be fixed prior to scoring. (7 Errors)									
704	10	BI0912	110001215		997041100001215		4	SPRINGCH0912	844.343
704	10	BI0912	1100033211		997041100033211		4	SPRINGCH0912	844.344
112	05	LA0505	1100014293		9971121100014293			SPRINGLA0404	833.631
708	10	LA1010	11100009602	KEYES DEE	997081100009602		1	SPRINGLA1111	823.755
112	05	MA0505	1100014293		9971121100014293		4	SPRINGMA0404	816.605
416	07	PA0708	1100016422		9974161100016422			SPRINGEA0912	811.558
112	05	SC0505	1100014293		9971121100014293		4	SPRINGSC0404	806.605

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STUDENT NOT ON FILE

2006 SPRING

CRT Internal Error Report by Error for RYDELL DISTRICT

6/3/2006

School #	Grade	Test	LEA Student #	Student Name	Barcode #1	Litho #	Part.	Non-Part.	Barcode #2	USOE Ref. #
Error #3406 LEA : Student Number does not exist in All Student file (446 Errors)										
110	04	SC0404	110019783		991101100019783				SPRINGSC0404	807.607
136	04	SC0404	110019740		991361100019740				SPRINGSC0404	807.879
160	04	SC0404	1100189790		@BUBB-11000189790				*	807.156
180	04	SC0404	1100019816		991801100019816				SPRINGSC0404	807.832
180	04	SC0404	1100028442		@BUBB-1100028442				*	807.764
104	05	SC0505	1100014280		991041100014280				SPRINGSC0505	806.920
136	05	SC0505	0	AVILA DEE	@BUBB-110002854 6				*	806.885
136	05	SC0505	1100013900		991361100013900				SPRINGSC0505	806.857
136	05	SC0505	110000009	ANDERSON KATE	991361100000099				*	
176	05	SC0505	1100018932		991761100018932			1	SPRINGSC0505	806.375
180	05	SC0505	1100012655		991801100012655				SPRINGSC0505	806.800
102	06	SC0606	0	VINCENT IAN	@BUBB-11001113 0				*	805.4
990	06	SC0606	1100001062		99990110001062			0	SPRINGSC0606	804.2

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Check Scores On Summary Reports

SPRING 2006 CRT Raw Class Report 9TH GRADE EARTH SYSTEMS LEA RYDELL DISTRICT School BROOKS HIGH Class 095910			Total % Correct 61 %
Detailed Raw Score Information			
Standards / Objectives	Possible Score		% Correct
I UNIVERSES/SOLAR DEVEL	11		62
I1 BIG BANG THEORY	6		60
I2 STRUCTURE/COMPOSITE	5		64
II EARTHS UNIQUENESS	17		63
II2 UNIQUE PHYSICAL FE	5		70
II2 ABIOTIC/BIOTIC FAC	6		58
II3 DIVERSITY OF LIFE	6		62
III EARTH PLATES/MOVEMENT	12		62
III1 THEORY PLATE TECTO	6		67
III2 PROCESSES/PLATE MO	6		56
IV WATER CYCLE	11		55
IV1 EXPLAIN WATER CYCL	7		62
IV2 DYNAMICS OF OCEANS	4		44
V EARTHS ATMOSPHERE	12		65
V1 MATTER CYCLES	6		66
V2 ALTERED ATMOSPHERE	6		63
VI DISTRIBUTION OF ENER	12		58
VI1 ENERGY TRNSFRMATN	6		59
VI2 ENERGY SOURC EFFEC	6		57
1 SCI PROCESS SKILLS	13		65
3 CONCEPTS/PRINCIPLES	17		61
4 EFFECTIVE COMMUNICAT	14		62
5 SOCIAL/HISTORY/ASPEC	14		57
6 NATURE OF SCIENCE	17		61

Intended learning outcomes (ILOs) describe the skills and attitudes students should learn as a result of science instruction; they are an essential part of the Science Core Curriculum and provide teachers with a standard for evaluation of student learning in science. Instruction should include significant science experiences that lead to student understanding using the ILOs)

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Often Low Scores Can Indentify Batching Problems

SPRING 2006 CRT Raw Class Report 9TH GRADE EARTH SYSTEMS LEA RYDELL DISTRICT School BROOKS HIGH Class 096089			Total % Correct 26 %
Detailed Raw Score Information			
Standards / Objectives	Possible Score	% Correct	
I UNIVERS/SOLAR DEVEL	11	24	
I1 BIG BANG THEORY	6	27	
I2 STRUCTURE/COMPOSITE	5	20	
II EARTHS UNIQUENESS	17	28	
II2 UNIQUE PHYSICAL FE	5	33	
II2 ABIOTIC/BIOTIC FAC	6	29	
II3 DIVERSITY OF LIFE	6	23	
III EARTH PLATES/MOVEMENT	12	29	
III1 THEORY PLATE TECTO	6	29	
III2 PROCESSES/PLATE MO	6	29	
IV WATER CYCLE	11	23	
IV1 EXPLAIN WATER CYCL	7	20	
IV2 DYNAMICS OF OCEANS	4	28	
V EARTHS ATMOSPHERE	12	23	
V1 MATTER CYCLES	6	23	
V2 ALTERED ATMOSPHERE	6	23	
VI DISTRIBUTION OF ENER	12	26	
VI1 ENERGY TRNSFERMATN	6	23	
VI2 ENERGY SOURC EFFEC	6	29	
1 SCI PROCESS SKILLS	13	16	
3 CONCEPTS/PRINCIPLES	17	27	
4 EFFECTIVE COMMUNICAT	14	31	
5 SOCIAL/HISTORY/ASPEC	14	26	
6 NATURE OF SCIENCE	17	26	

Intended learning outcomes (ILOs) describe the skills and attitudes students should learn as a result of science instruction. they are an essential part of the Science Core Curriculum and provide teachers with a standard for evaluation of student learning in science. Instruction should include significant science experiences that lead to student understanding using the ILOs)

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CRT RAW ROSTER RPT

2006 SPRING

USOE Assessment System

6/3/2006

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LEA: 99 RYDELL DISTRICT

School: 704 BROOKS HIGH

Class: 096089

Test: ES0909 9TH GRADE EARTH SYSTEMS

CRT Raw Score Roster Report

of Questions: 75

of Standards: 6

of Students: 8

Grade: 9

Name	LEA Student #	% Correct by Standard (description below)										Test Score %	Codes
		1	2	3	4	5	6	7	8	9	10		
BELL, JAMES	110001326	18	18	8	27	17	17	-	-	-	-	17	
FREITAS, SHARON	110033645	27	29	42	27	8	25	-	-	-	-	27	
GOFF, JOYCE	110032773	36	24	50	9	17	8	-	-	-	-	24	
HAIR, JUSTIS	110021338	0	0	0	0	0	0	-	-	-	-	0	P0
LOFTUS, BRYCE	110000190	27	29	42	18	50	33	-	-	-	-	33	
LONG, MATTHEW	110003027	27	29	42	27	17	50	-	-	-	-	32	
WALKER, BROCHE	110033053	27	35	17	36	42	42	-	-	-	-	33	
WISE, JAKE	110031877	27	59	33	36	33	33	-	-	-	-	39	

Standard Descriptions		Participation Codes		Non-Participation Codes		Other Codes	
1 I UNIVERS/SOLAR DEVEL	5 V EARTHS ATMOSPHERE	Attempted	P0	Absent	N1	ELL 1st Year in US	E1
2 II EARTHS UNIQUENESS	6 VI DISTRIBUTION OF ENER	Accommodated (IEP/LEP)	P1	Excused	N2	Before April 15th	
3 III EARTH PLATES/MOVEMENT		Modified (IEP TEAM)	P2	Unknown Student	N3		
4 IV WATER CYCLE		UT Alternative Assessment (UAA)	P4	Withdrawn	N4		
				ELL 1st Year in US	N5		
				April 15th or later			



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Stick With Us for Help



Who Do I Call?

- Sharon Marsh (801) 538-7915
- Becky Andrews (801) 538-7903
- Cindy Marshall (801) 538-7516
- Dawn West (801) 538-7914
- Shane Johnson (801) 538-7690



Gentle Reminder

- Bar Code labels are printed by grade and test ID
- They need to be placed in the area that has apply actual student label here
- If teacher's have applied their labels in any other area don't try and remove it.

Non-Standard Participation

- Accommodated (ELL, IEP, 504) (1) if this is bubbled you must show what type of accommodations were used. (If this bubble is marked you must bubble accommodations above)
- Private or Home School (5)
- Modified (IEP Team) (2)

Non-Participation

- Absent-Unable to make up test (1)
- Excused-Medical Emergency (2)
- Unknown Student (3)
- Officially withdrawn from class/school (4)

Non-Participation

- Private or Home School (7)
- RT (8)
- UAA, Utah's Alternate Assessment (IEP team) (9)

What Do I need to Do?

- When teachers bubble students as accommodated they need to also mark the types of accommodations that were used.
- This year you have a new error report that will need to be fixed when that isn't resolved.
- When applying bar code labels make sure they have the correct subject.

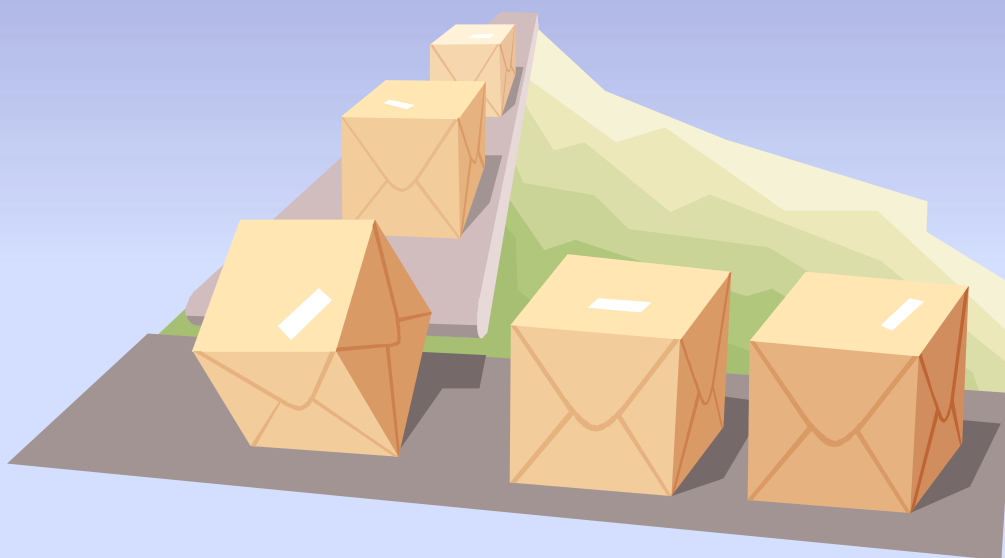
Watch for These Problems

- Not checking header sheets for teacher and section information
- All student files still not in on time
- Answer Documents not preprinted were not bubbled correctly.
- UAA more than one task entered.
- Test's packaged by school and not test type

Any Questions?



Production and Distribution



Sarah Moore
Erin Cotten

CRT tests are done!

- Principal's Testing Procedure Checklist
 - Optional use
- Assessment Material Security Policies & Procedures Disclaimer
 - Required return after testing
- Certification of CRT “Raw Score” Acceptance 2007 Results
 - Required return after testing

Packaging Errors

Please Report

Testing Calendar 08-09



Testing Calendar 08-09

- Please keep in mind USOE will need info from you!
 - Test window scheduled for CRT's for PBT and CBT



Recycle when possible CRT, DWA, and UALPA



COMING UP

IOWA Ordering
AUGUST 1 to SEPTEMBER 1



May 2008

Assessment Directors

69

IOWA ORDERING

Student Booklet

– Grades 3, 5, 8

Administration Manual

– Grades 3 to 8 all the same!

Coordinator's Guide

– One per site coordinator



IOWA ORDERING

- ALL Iowa booklets and TAMS retained at district level for reuse in next administration
- Coordinator's guides use for TWO years
- **Keep what you received last year**

IOWA Ordering

Utah State Office of Education | Assessment & Accountability

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